

DOCUMENT RESUME

ED 150 235

UD 017 925

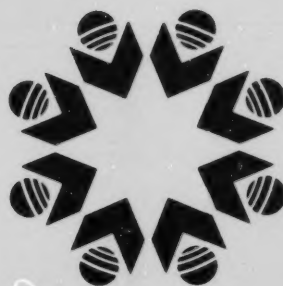
AUTHOR Wei, William
TITLE Prejudice and Ethnocentrism; A Curriculum and Resource Manual for Elementary School Teachers.
INSTITUTION Illinois State Office of Education, Chicago. Urban and Ethnic Education Section.; Illinois Univ., Chicago Circle. Dept. of Policy Studies.
PUB DATE [78]
NOTE 100p.; For related documents, see UD 017 926-929
EDRS PRICE MF-\$0.63 HC-\$4.67 Plus Postage.
DESCRIPTORS Annotated Bibliographies; *Bias; *Cultural Awareness; *Curriculum Guides; Elementary Education; Elementary School Teachers; *Ethnic Relations; *Ethnocentrism; Lesson Plans; Racial Attitudes; *Racial Discrimination; Self Concept; Student Attitudes
IDENTIFIERS *Multicultural Education

ABSTRACT

This manual was prepared to assist teachers in educating students on the nature of prejudice and ethnocentrism and how to deal with both of them. By focusing on the interrelated themes of self, similarities and differences, and coping with differences, the problem of prejudice is approached. The material on self is devoted to increasing students' self-awareness, self-recognition, and relationship to the larger society. The material on similarities and differences is devoted to pointing out the variety and vitality of a pluralistic society, and encouraging pride in students' own ethnic identity. Ways to cope with differences are addressed in the context of lifetime experiences in an ethnically varied society. This manual is divided into 5 modules, each addressing a specific aspect of one of these themes. Each module contains a variety of activities designed to increase students' awareness and understanding of prejudice. Then students are encouraged to think through the experiences presented and arrive at solutions to complex problems. The majority of the activities included are recommended for the upper elementary grades (4 through 8). The general approach, however, as well as a small number of the activities described are also appropriate for the primary grades. An evaluation form, annotated bibliography, and an essay on teaching children not to hate are appended to the manual. (GC)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

FD150235



Prejudice and Ethnocentrism

a curriculum and resource manual

for elementary school teachers

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

State Board of Education
Illinois Office of Education
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

UDO17925

Illinois-Chicago Project for Inter-Ethnic Dimensions
in Education

a joint program of the Department of Policy Studies,
University of Illinois at Chicago Circle
and the Ethnic Education Section,
Illinois Office of Education

TABLE OF CONTENTS

Project Staff	i
Acknowledgements	iv
Introduction	vi
I. Every human being has a need for self-acceptance.	
1. Me-In-The-Box	2
2. Spontaneous Sentence Completion	4
3. The "I AM" Shield	9
4. Ethnic Press	12
5. Guess Who I Am	15
II. Understanding oneself helps me to understand others.	
1. Ethnic Names	18
2. Emotion Board	20
3. Show And Tell	22
4. Puppetry and Mimicry	23
5. On Being -- Or Not Being	24
6. Music	25
III. There are many differences and similarities between people in the community (that is, classrooms, schools, neighborhoods).	
1. Anatomical Shapes	30
2. Different Faces	32
3. Class Profile	34
4. Family Tree	36
5. International	39

IV. Prejudice is a set of rigid and unfavorable attitudes toward a particular group or groups formed before knowing facts and often in disregard of facts.

1. Newspaper Images	42
2. Telephone	44
3. Circle Experience	48
4. Value Auction	50
5. America Through Ethnic Eyes	53
6. Telling It Like It Is?	56

V. Prejudice exists and therefore should be dealt with.

1. Consequence Search	60
2. Consequence Card	62
3. Situation Skits	71
4. Student Newsletter	72
5. You and Me Slogans	74
6. Recapitulation Through Role Playing	75

APPENDIX:

1. Evaluation Form for Optional Use
2. Annotated Bibliography
3. "Kids Can Be Taught Not To Hate"

ILLUSTRATIONS

Prejudice and Ethnocentrism	vii
Historical Examples of Heraldry	8
Completed "I AM" Shield	10
Sample Shields	11
Emotion Board	21
Anatomical Shapes	31
Family Tree Chart	38
Newspaper Image Chart	43
Telephone	46
Old Woman/Young Woman	47
Circle Experience	49
Value Auction Sheet	52
Consequence Search Grid	61
Consequence Card No. 1 Scene	63
Consequence Card No. 2 Scene	65
Consequence Card No. 3 Scene	67
Consequence Card No. 4 Scene	69
Student Newsletter	73

PROJECT STAFF

Edward V. Kolyszko
Project Director
Department of Policy Studies
University of Illinois at Chicago Circle

Joseph M. Frattaroli
Teacher Training Supervisor
Urban and Ethnic Education Section
Illinois Office of Education

William Wei
Curriculum Development Coordinator
Department of Policy Studies
University of Illinois at Chicago Circle

Judith V. Torney, Ph.D.
Project Evaluator
Department of Policy Studies
University of Illinois at Chicago Circle

Jane G. Buresh, Ph.D.
Resource Collection Coordinator
Department of Policy Studies
University of Illinois at Chicago Circle

Gerald J. Tamaner
Media Production Coordinator
Office of Instructional Resources
University of Illinois at Chicago Circle

Rose M. Naputano
Administrative Secretary
Department of Policy Studies
University of Illinois at Chicago Circle

CURRICULUM STAFF

Rose Boghasen
Curriculum Consultant

Euana B. Gangware
Curriculum Specialist

Renee E. Howard
Curriculum Consultant

Adrienne O. Jackson
Curriculum Specialist

David J. O'Neill
Curriculum Consultant

Bernard S. Schwartz
Curriculum Specialist

Anne C. Takekawa
Curriculum Consultant

Mitchell Wojtycki
Curriculum Consultant

SUPPORT STAFF

Thomas Elizalde
Clerk Typist

Helen B. Frederick
Resource Collector

Norman Lewis
Manuscript Consultant

Theodore E. Liu
Clerk Typist

Patricia McCulloch
Assistant Evaluator

Susan E. Misch (O.I.R.)
Graphic Artist

Janice F. Rajecki (O.I.R.)
Graphic Artist

Beverley R. B. Walters
Manuscript Typist

ASSOCIATES OF THE PROJECT

Alfonso Valtierra
Chairperson
Community Advisory Council

Donald R. Warren, Ph.D.
Head of the Department of Policy Studies
University of Illinois at Circle Campus

Paul R. Gibson
Head of the Urban and Ethnic Education Section
Illinois Office of Education

Charles A. Tesconi, Jr., Ph.D.
Chairperson
Faculty Advisory Committee
Department of Policy Studies
University of Illinois at Circle Campus

ADVISORY COUNCIL

Alfonso Valtierra
Chairperson

Helen Pavichevich
Vice Chairperson

Paul Asciolla

Charles Carosella

Richard Crowe

Edwin Cudecki

Ami Dres

Dr. Grace Duff

Paul Gibson

Mary Jane Hayes

Robert Hawthorne

Thomas Hibino

Selma Jacobson

Dr. B. Joe

Anthony Komjathy

Dr. S. Kung

Charles Livermore

Kazimierz Lukomski

Luba V. Markewycz

Dr. Catherine Mason

James O'Connor

Marian Orr

Walter Mieczynski

Jan Morelewski

Carey B. Preston

Leonas Raslavicius

Dr. Andrew Robinson

Carmelo Rodriguez

David Roth

Horst Seyfarth

Amy Skenandore

Anthony Sorrentino

Mary Terada

G. H. Wang

David Weinstein

Dr. George Wilson

Jessie Woods

Douglas Youngblood

ACKNOWLEDGMENTS

This manual is the result of the collective effort of many people. During its gestation period, a legion of in-service teachers who attended the education course titled, "Topics in Education Policy: Implementing a Multi-Ethnic Curriculum for Your School," field tested the learning activities contained in this manual. The Project's Community Advisory Council also evaluated this manual and provided constructive criticism. Many of the suggestions of the teachers and community people have been incorporated into this edition. I am especially grateful to Lee Mydill, Diane Seiler and Jeff Muller for submitting the activities titled, "Anatomical Shapes," "Different Faces," and "Ethnic Press," respectively.

Among the Project personnel who made a particular contribution to this manual, several are outstanding. First is my creative colleague, Joseph Frattaroli, who originally suggested the development of a manual on the problems of prejudice and ethnocentrism. He is a veritable fountainhead of ideas and the originator of several of the activities. Significant contributions were made by two of our earlier curriculum consultants, Mitchell Wojtycki, scribe in residence, and David O'Neill, critic in residence. Their honesty, humility, and humaneness made it all worthwhile. In addition to working on the test copies, Mitchell Wojtycki was instrumental in collating and incorporating the data from the

teachers mentioned above and David O'Neill performed the tedious task of copy editing. Thanks is due to Bernard Schwartz who worked during the summer extension period as a Curriculum Specialist. He went through the revised manuscript and culled out additional materials that were either irrelevant or irreverent and added several learning activities that he field tested, thus increasing the manual's educational utility.

A special mention of thanks is due the support staff. Rose Naputano prepared the field test manuscript and Norman Lewis prepared the revised edition. They received clerical assistance from Thomas Elizalde and Theodore Liu. The graphic and art work was done by Janice Rajewski and Susan Misch of UICC's Office of Instructional Resources. The administrative skill and professional attitude of the support staff transformed a difficult deadline into a feasible time table.

Finally, I wish to thank Donald Warren, Edward Kolyszko, Charles Tesconi, Eliezer Krumbein and other members of the Department of Policy Studies, College of Education, University of Illinois at Chicago Circle for their encouragement and cooperation.

Although this booklet represents the contributions of many people, I assume total responsibility for the contents of this manual.

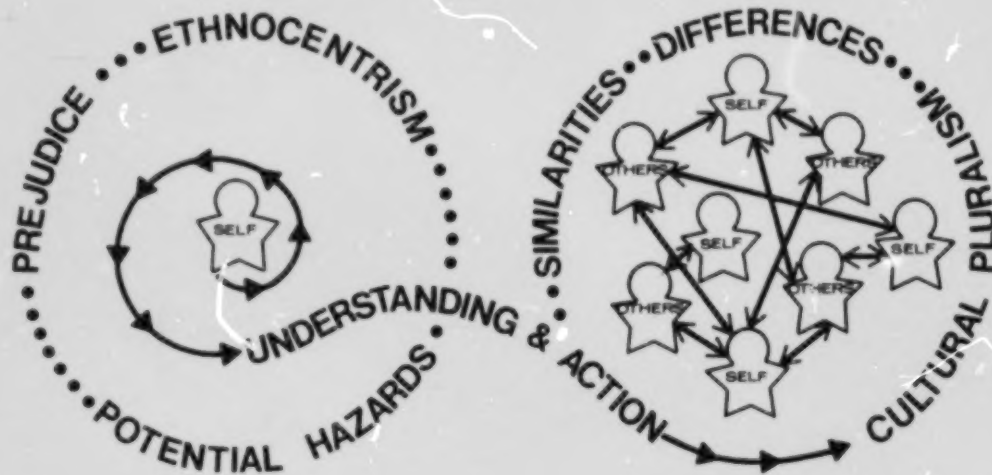
William Wei
Editor

INTRODUCTION

Elementary school teachers, more than ever before, have begun to realize that school does not exist in a societal vacuum, but that it functions as a component of the larger United States society. By the time the student arrives at school, prejudice and ethnocentrism are part of the elementary students' world. If the curriculum does not attempt to cope with this prejudice and ethnocentrism early, students will continue to be imbued with a monolithic, culturally homogeneous approach, which has traditionally been used to view society and has caused distortions of the realities within our society. They will be handicapped in recognizing and solving the problems which they will later face in the world.

The Inter-Ethnic Project has accepted the challenge of dealing with prejudice and ethnocentrism at the elementary school level. This curriculum and resource manual was prepared to assist teachers in educating students on the nature of prejudice and ethnocentrism, and more importantly, how to deal with them. Teachers may supplement this effort by providing as many ethnic materials as possible into the classroom environment.

This curriculum approaches the problem of prejudice and ethnocentrism through three related themes -- self, similarity and differences, and coping with differences -- as illustrated in the following diagram:



The material on self is devoted to increasing the students' self-awareness and self-recognition, and their relationship to the larger society. The following sections are devoted to making students aware of the essential similarities they share with other members of the human race and pointing out the unique differences they can anticipate in a pluralistic society. We hope to encourage the student to be aware of the validity and vitality of ethnic groups within the United States of America and to be proud of their own ethnic identity. Finally, and perhaps most important, we hope to prepare the student to cope with the ethnic differences they will encounter in our culturally pluralistic society during the remainder of their lives.

August, 1975
UICC

William Wei, Editor
Curriculum Development
Coordinator

MODULE I

Some students, as in previous generations, seem to feel a sense of rootlessness because values advocated and admired by our society are being challenged and questioned.

Parallel to this is the demand of ethnic American subcultures for greater recognition. Educators are increasingly seeing the need of students to have a positive appreciation of themselves as members of their ethnic groups.

This module consists of learning activities which deal with concept of self in a pluralistic society. After participating in these activities, it is hoped students will have an increased self-awareness and a higher sense of personal self-worth.

Conceptual Objective: Every human being has a need for self-acceptance.

Object of this Activity: To introduce the children to their classmates through a sharing of those things which say something about each child.

Recommended Grade Level: 1 through 4

Me-in-the-Box

Step 1 - The students (and teacher) bring a small or large box into class (that is, a shoe box, corrugated packing box, etc.) containing items which tell the class something about the student. Students may also make a box, or large envelope.

Possible items:

- A. Pictures of the family
- B. Favorite toy, or draw a picture of it
- C. Lucky coin or rock
- D. A drawing of their favorite activity
- E. Cut out pictures of some of their favorite food
- F. Favorite book or comic

Note: Before conducting this activity, students should be provided with a letter to the parents explaining the activity. (See sample letter on the next page.)

To enhance this activity the students can line their boxes with construction paper of their favorite color and decorate them, also, decorate envelopes.

This exercise should be conducted over several sessions to insure that each child participates.

Step 2 - The students and teacher share the contents of their boxes with the class or a trusted friend by explaining the significance of their choice.

Possible questions:

- A. When did you get...?
- B. How did you get...?
- C. Is that....important to you? Why?

Note: Teachers are to refrain from criticizing the students' items.

Step 3 - All the boxes should have a name, initials, self-portrait, or something to identify them and should be displayed for public viewing.

LETTER TO PARENTS

Dear

Our class is planning a special activity. I am asking the children to bring to school different items that tell something about them which they can share with the other children.

I would suggest that valuable items not be included for fear that they might get lost. It is important that the choices of items be made by your child because then they become "personal" and of special importance. You, in assisting your child, will learn more about your child as we hope to, and the sharing of these items with the class will help your child to experience personal pride before all their classmates.

Thank you for your cooperation.

Sincerely,

Conceptual Objective: Every human being has a need for self-acceptance.

Object of this Activity: To encourage children to make spontaneous revelations about themselves.

Recommended Grade Levels: K through 8

Spontaneous Sentence Completion

Lower Elementary

Step 1 - The teacher and children form a circle.

Step 2 - Elicit one-word responses from the students by having them complete the following sentences.

- A. The thing I like best is....
- B. The thing that makes me unhappy is....
- C. The thing that I like least about school is....
- D. The thing that I like best about school is....
- E. When I grow up I wish to be....
- F. The thing that makes me most angry is....
- G. My favorite hobby is....

Do the sentence completions rapidly. Repeat the same sentence to three or four students.

Step 3 - After going around several times, slow down and ask the students to explain their answers more thoroughly.

Note: For lower elementary school students, this activity should be done for short periods of time and over a space of a week.

Upper Elementary

Step 1 - Pass out copies of either the stub sentence sheet or the rank order sheet to the students.

Step 2 - Allow the students five to ten minutes to complete the exercise.

Step 3 - Go through each sentence or rank order and discuss class's selections.

Write in and rank order individual choices with your favorite being 1, next favorite 2, etc.

My favorite _____ is _____.

1) Sport

_____	_____
_____	_____
_____	_____
_____	_____

2) Music

_____	_____
_____	_____
_____	_____
_____	_____

3) Entertainment

_____	_____
_____	_____
_____	_____
_____	_____

4) Food

_____	_____
_____	_____
_____	_____
_____	_____

5) Hobby

_____	_____
_____	_____
_____	_____
_____	_____

6) Holiday

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Complete the following stub sentences:

1. The day I was born was a good day because _____

2. Celebrating my birthday (name day, Saints Day, etc.)
makes me happy because _____

3. The color of my hair is good because _____

4. I like my height (size) because _____

5. The problem I have with other people is _____

6. Today is my day because _____

7. I wish I were older because _____

8. Some of my best features are _____

9. If I could be the teacher I would _____

10. People don't appreciate my ability to _____

11. People appreciate my ability to _____

12. _____ is my best day because _____

Conceptual Objective: Every human being has a need for self-acceptance.

Object of this Activity: To allow children a means of identifying themselves to each other through common categories and symbols.

Recommended Grade Level: K through 8

Heraldry

(Shields and Coats of Arms)

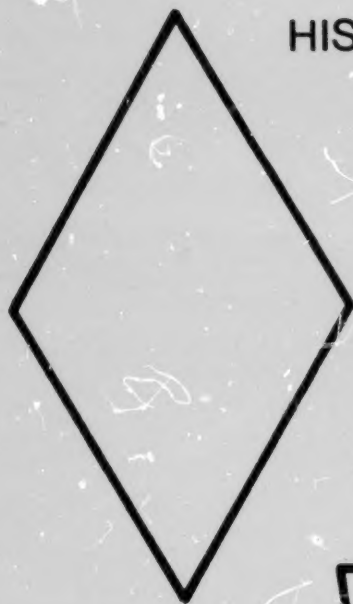
Heraldry (shields and coats of arms) is the science and art that deals with hereditary symbols employed to distinguish individuals, institutions, and corporations.

According to the Encyclopaedia Britannica, heraldry denotes that which pertains to the office and duty of a herald, an official who grew to be of considerable importance in the Middle Ages. In general usage, however, the term heraldry has come to mean the same as armory (shield, coat of arms).

SOURCE:

The New Encyclopaedia Britannica. Macropædia, Vol. 8.
Chicago: Encyclopaedia Britannica, Inc., 1974, 782-799.

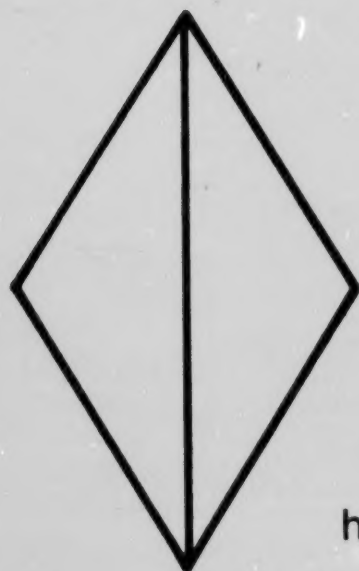
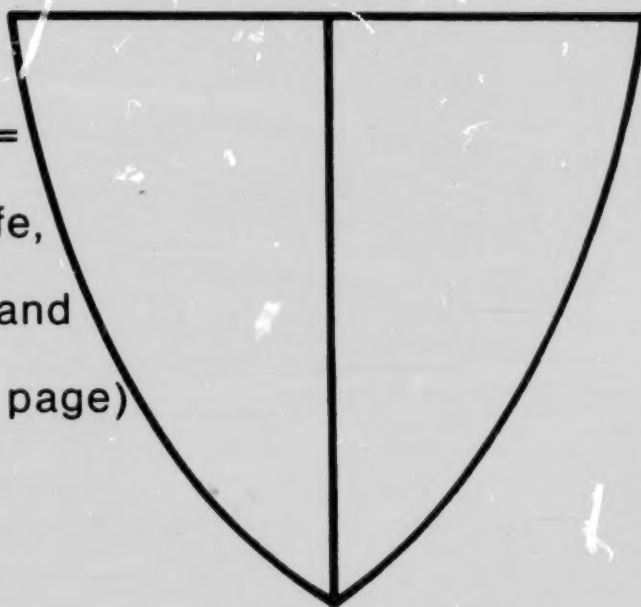
HISTORICAL EXAMPLES



Lozenge shape=
Unmarried woman

Escutcheon=

Right side for wife,
left side for husband
(as you see it on the page)



Lozenge shape=
Left side for widow,
right side for deceased
husband

The "I AM" Shield

Spirit-duplicated copies of a blank shield (See page 11.) are prepared for students to fill in. Shields should be backed with cardboard for greater strength. Size of shield is optional. Larger-sized shields will necessitate single cut-out from, for example, shirtbacks or other cardboard materials.

- Step 1 - Teacher explains what a personal shield is.
- Step 2 - Pass out blank shields. Allow students to choose one of several types. (See page 11.)
- Step 3 - In the blank spaces of the shield have students draw or paste illustrations in response to the following suggestions:

For lower elementary students:

- A. My favorite color
- B. My favorite animal
- C. Things that make me happy
- D. Things I like to play with most
- E. Thing that is most important to me
- F. My initials
- G. Things I am good at

For upper elementary students:

- A. Where I spend a lot of time
- B. What I am good at
- C. What do I look like -- to myself,
to others
- D. How I would like to look
- E. Flag
- F. National symbol
- G. Ancestral origins
- H. Personal motto
- I. My future vocation
- J. School pictures

Some other possibilities:

- A. A class shield using group choices
- B. A school shield using group choices
- C. Some embroidery (with art class) upon
class or individual shield
- D. Shield can be done in small groups,
individually, or as class projects.

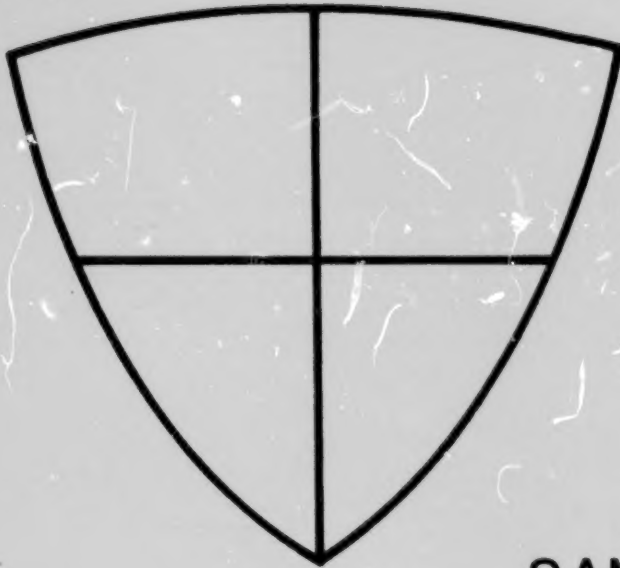
Step 4 - Display on bulletin board, either in class or hall.

Note: The teacher should do an "I AM" shield along with the students. Everyone gets public credit for completing a shield, including the teacher.

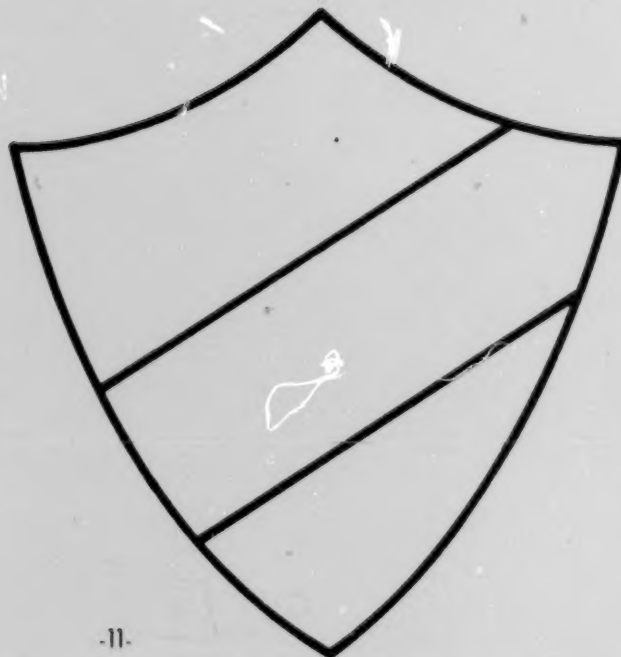
Below is an example of a completed shield.

COMPLETED SHIELD





SAMPLE SHIELDS



Conceptual Objective: Every human being has a need for self-acceptance.

Object of this Activity: To allow the students the opportunity to express themselves in a journalistic way.

Recommended Grade Levels: 4 through 8

Ethnic Press

Step 1 - Teacher explains to the students that they will be putting together a newspaper about themselves.

Step 2 - Provide each student with two large sheets of newsprint. Fold in half. Each student will now have eight pages.

Note: Teacher should supply students with ethnic newspapers, journals, etc.

Step 3 - Each page corresponds to a section in a regular newspaper.

For example:

<u>Section</u>	<u>Page</u>
Front page	
Local news	2
Editorial	5
Young Citizen	6
Weather	6
Funnies	7
Television and movies	4
Classified ads	8

Step 4 - Students can develop a newspaper by themselves, do one in groups of five or, as a class project, assign sections to groups.

Step 5 - After the newspaper(s) are completed, you may discuss the contents with the students or have the students discuss it among themselves.

Some suggested activities:

Front page

1. At the top of the page write an ethnic related headline you would like to see or would never like to see.
2. Paste a picture of a famous ethnic person.
 - a. What makes this person famous?
 - b. Write five questions you would like this person to answer. Imagine you are this person. How would you answer these questions?
3. The most unforgettable thing that has happened to me is....
4. My most recent contribution to the class is... family is...ethnic group is....

Local News

1. How long have you lived in your house or apartment? Would you like to change something about your home or apartment? If you do, draw two pictures. The first of these should show the way it is, and second, the way you would change it.
2. Who would you like to live next door to you?
3. Find an ethnic person that has lived the longest in your neighborhood and ask that person:
 - a. Why have you lived in the neighborhood so long?
 - b. What was the neighborhood like when you moved in?
 - c. What changes have taken place?
 - d. What major events have occurred that you remember?

Senior Citizens

1. What's one thing you both enjoy doing?
2. Is there something you disagree about?
3. Imagine you are about the same age. Describe what you think would be a typical day in your life.

Movie/Television

1. You are a program director of a television station. Which show would you remove from today's T.V. program? Who would you want to sponsor your new show? Describe a program you would add to T.V.
2. Get together with four or five other students and write a short movie script about an ethnic group with roles that each of you would like to play. Can you agree on how the story will end? (Perhaps an appropriate reward by the teacher for all who do a script.)
3. If a T.V. station was going to do a program of your life in color, what kind of program would you like it to be?
 - a. talk show
 - b. love story
 - c. soap opera
 - d. science fiction
 - e. comedy
 - f. creature feature, etc.
4. If there were cable T.V., which programs would you pay to watch? What movies? (Caution: Perhaps this activity may be too sophisticated for some, but useable for others; this activity is left to the discretion of the teacher.)

Editorials

1. Write a letter to the editor.
2. As an ethnic columnist, write about your ethnic group.
3. Write an editorial on the changes you want to make in yourself.

Conceptual Objective: Every human being has a need for self-acceptance.

Object of this Activity: To give children an opportunity to know their classmates better.

Recommended Grade Levels: 5 through 8

Guess Who I Am

Step 1 - Children write autobiographical stories about themselves without using their names.

Note: Teachers may wish to allow the students the option of writing a family genealogy instead of an autobiography. Teachers should be sensitive to the students' backgrounds and should be careful to avoid individual student embarrassment.

Step 2 - The teacher reads the stories to the children and asks them to guess who it is about.

Possible questions:

- A. Who do you think wrote this?
- B. Why do you think he (she) is the one who wrote this?
- C. How did you know who it was?
- D. Why do you think you were wrong?

Step 3 - Students draw a self-portrait and use it as the front cover of their story. These completed covers can be displayed around the classroom.

MODULE II

Human beings vary from person to person and group to group, but this is a variance within a common humanity. As understanding oneself is needed to understand others, the converse is also true and necessary: the understanding of others is needed to understand oneself. This interplay between self and others leads to mutual enrichment.

Learning the above generalization is a life-long process, and needs constant reinforcement. One of the places to begin this process is in school.

This module focuses upon people other than the self. After participating in the learning activities, the students will hopefully have a heightened appreciation of the humanity they share with other people.

Conceptual Objective: Understanding oneself helps one to understand others.

Object of this Activity: To allow each student a chance to get in touch with their ethnic background and to share this with classmates.

Recommended Grade Levels: 4 through 8

Ethnic Names

It is important that teachers recognize that names are significant to children because they identify them and the group to which they belong. In schools, insensitive teachers, as a matter of convenience, change the pronunciation and the order of children's names till the child's name becomes unrecognizable to their own family.

A common occurrence is the changing of Mexican American names such as Juan Andres Rodriguez Jimenez. Rodriguez is the father's surname and Jimenez is the mother's name, yet, teachers would probably and incorrectly refer to the family name as Jimenez.

An example of such insensitivity in another sphere may be cited: a man's surname was originally Ling, but was inadvertently changed to Wei by the U.S. Army. When he enlisted in the Army they asked him his name. He told them Ling Ching Wei (Chinese surnames always precede first names). The recorder wrote down Wei as the surname. Since then, all of his important documents bear the name Wei.

The history of practically every ethnic group in the United States is redolent with examples of how names of people have been altered in the course of living in the United States.

Step 1 - Teacher asks each child to examine their names. Encourage them to go home and ask their family to help them.

Some suggested questions:

- A. Do the names, (that is, first, middle, last) have any literal meaning?
- B. Were you named after anyone?
- C. Were you named after any place?
- D. Which ethnic group does the name come from?

Note: Anglo-Saxon names are also considered ethnic names.

- E. Have your name been altered? Why?
Who changed your name?

Step 2 - Divide the students into groups of four and allow them time to discuss what information they came up with.

Step 3 - Students from each group explain to the whole class what they found out about their names from their personal analysis and through the group discussion.

Conceptual Objective: Understanding oneself helps one to understand others.

Object of this Activity: To provide the students with a method and opportunity to express their feelings.

Recommended Grade Levels: K through 6

Emotion Board

Step 1 - Teacher constructs an emotion board similar to illustration. (See next page.)

Emotion board designs:

A. Large magnetic board

Students bring in a magnetic object that identifies them and use it to express their feelings. For example, in the illustration the objects with the initials identifies the student.

B. Felt board

Students make their own personal identification markers out of felt and place them on the board.

C. Peg board

Students make identification symbol with a loop and hang it to the peg which best expresses how they feel.

Note: Both words and symbols can be used to represent feelings.

Step 2 - The emotion board is a vehicle that allows the student to get in touch more easily with his feelings. It can be used in a variety of ways.

Emotion board uses:

- A. Before the class begins, students may, if they desire, express how they feel.
- B. After reading a story, the students can express how they feel about it or a particular character within the story, such as The Sneetches by Dr. Seuss.

- C. After a song or poem which expresses emotion, ask the students to indicate what emotion they think the artist is expressing, for example, Buffy St. Marie, "Now That the Buffalo's Gone," Marian Anderson, "I Feel Like a Motherless Child."
- D. Students can express how they feel about a particular issue such as:
1. Busing
 2. Pollution
 3. Civil Rights
 4. War
 5. Unemployment
 6. Farmworkers
 7. Defamation
- E. Students may also draw pictures showing how they feel.

EMOTION BOARD



NICE  MEAN

LOVE  HATE

AFRAID  BRAVE

HAPPY  SAD

WEAK  STRONG

HELPLESS  HELPFUL

SINCERE  INSINCERE



ANGRY  PLEASED

EXCITED  CALM

GOOD  BAD

Conceptual Objective: Understanding oneself helps one to understand others.

Object of this Activity: To teach students to become more aware of the power of emotion, no matter how subtle, when depicted in photographs.

Recommended Grade Levels: K through 8

Show and Tell

Step 1 - Teacher shows a series of pictures cut out from magazines which depict people in various moods. For example, Edward Steichen's book, The Family of Man is a source for pictures.

Some suggested scenes:

- A. Brother and sister walking on path in forest holding hands
- B. Mother and young baby lying in bed
- C. Children from different nations in ring dances
- D. Children fighting

Step 2 - Teacher asks, "What do the people in each of these pictures feel?"

Step 3 - Have children seek out pictures in magazines covering the same themes or other themes they discover and identify.

Step 4 - Have children make montages with the pictures they have found.

Note: Have upper elementary students write stories to accompany their pictures.

Conceptual Objective: Understanding oneself helps one to understand others.

Object of this Activity: To show how emotions can be conveyed to others nonverbally.

Recommended Grade Level: K through 8

Puppetry and Mimicry

- Step 1 - The teacher uses puppets as a non-threatening warm-up exercise to show nonverbal emotions. Class tries to guess what emotion the puppets are displaying.
- Step 2 - Teacher write emotions on 3 x 5 card, such as fear, sadness, anger, joy, etc.
- Step 3 - Teacher asks for a volunteer student to pick one of the cards from a box and demonstrate the emotion without using words. A student who is not shy is best for leading off this activity.
- Step 4 - Students try to guess which emotion is being displayed.

Added suggestions:

- A. Teacher can use device of "imaginary pet" to get reticent students to mime emotions. That is, teacher asks student, "If you had an imaginary pet, how would he show you how he feels?" Emotions on cards are used in this approach.
- B. Teacher can use real situation that took place in class as miming exercise of the feelings of participants. It is a way to settle an issue or at least let off steam without anyone being hurt.

Conceptual Objective: Understanding oneself helps one to understand others.

Object of this Activity: To provide a non-threatening means with which to explore the emotions all people feel.

Recommended Grade Levels: K through 8

On Being -- Or Not Being

The teacher should impress upon the students that the activity is not an opportunity to single out individuals for ridicule, but rather a chance to explore the nature of emotions which, of course, are shared by all people.

- Step 1 - Teacher asks students to name some of their favorite T.V. shows and lists them on the board.
- Step 2 - Class selects from the list several they would like as the basis for a skit dealing with emotions. Either use pantomime, or verbalize, or use both.
- Step 3 - Students assume roles of the characters in skit and attempt to simulate the emotions that might be expressed by that character.
- Step 4 - After the skit, the teacher asks the class what emotions were being expressed and leads a general discussion on some emotion-related theme.

Some suggested themes:

- A. Are children the only ones who feel afraid?
- B. Is it all right to cry?
- C. How can uncontrolled emotions lead a person into harmful behavior?
- D. Which emotions can be harnessed to assist you in doing something?
- E. How do different ethnic groups express feelings of joy, sadness, etc?

Conceptual Objective: Understanding oneself helps one to understand others.

Object of this Activity: To use music as a vehicle for expressing one's likes and dislikes.

Recommended Grade Levels: K through 8 (Teacher judgment will determine types of music to be used.)

Music

Part I

The first part of this activity deals with the value terms of "good" and "bad" and how people use them to designate their personal choices.

- Step 1 - Teacher asks children to name ten things they like and ten things they dislike.
- Step 2 - Teacher lists items on blackboard.
- Step 3 - Teacher asks children why they like or dislike the listed items.
- Step 4 - Teacher asks if liking something or disliking something makes it automatically "good" or "bad."

Part II

Music is an area in which one's taste -- as in "liking" or "disliking" -- is generally acceptable because it essentially harms no one. Discovering one's likes and dislikes in music, as simple reactions, is what follows.

- Step 1 - Teacher plays a record, sings a song, or plays a tune on a musical instrument.
- Step 2 - Teacher asks, before the music is played, "Listen to the music and think about how you feel when you listen to it."
- Step 3 - Teacher asks, "Did you like it? Why did you like it? Did it make you feel good? sad? happy?" (If responses are not what is expected, try a record with a story line or clearly emotional tone.)

Note: Little children won't sit still very long, so limit exercise to no more than fifteen minutes or so, and repeat for at least a week to get the children used to exploring their feelings when listening to music.

Added suggestions:

- A. Use clearly ethnic music geared to ethnic groups in classroom. Introduce other ethnic music for comparisons.
- B. Have children walk around class and use their bodies to express what the music makes them feel. This is all exploratory and should be seen as such.
- C. Use pictures (from magazines, etc.) to help the children explore the feelings they have while listening to the music.
- D. Students can draw abstract designs while listening to the music. Choice of colors can be vehicle for exploring emotions felt, that is, red = angry, green = placid, blue = sad, yellow = cheerful, etc.
- E. Teacher can join in the singing of a song and express own feelings (making faces, hunching shoulders, etc.) to show how it is done.
- F. Write descriptive phrases verbalizing the meaning of parts of the selection of all of it.

MODULE III

There are similarities and differences in every society, but particularly in the United States society where many ethnic groups flourish. Unfortunately, people often emphasize only one of these. To emphasize similarities can lead to ethnocentric attitudes and chauvinistic behavior. To dwell upon differences can lead to prejudicial attitudes and discriminatory behavior. Either extreme is detrimental to society. It is necessary to remind students that as human beings, we share common needs such as food, clothing, shelter and love, yet satisfy these needs in a variety of ways. While different, none are inferior or superior to anyone else's. It is important that the student recognize the interdependence of people in their effort to survive in the world. This, after all, is the basis for a common sense of humanity.

The learning activities in this module deal with the concepts of universality in a social context. After participating in these activities, it is hoped that students will have a deeper understanding of the essential characteristics which make people unique and contribute to their interdependence.

Conceptual Objective: There are many differences and similarities between people in the community (that is, classrooms, schools, neighborhoods).

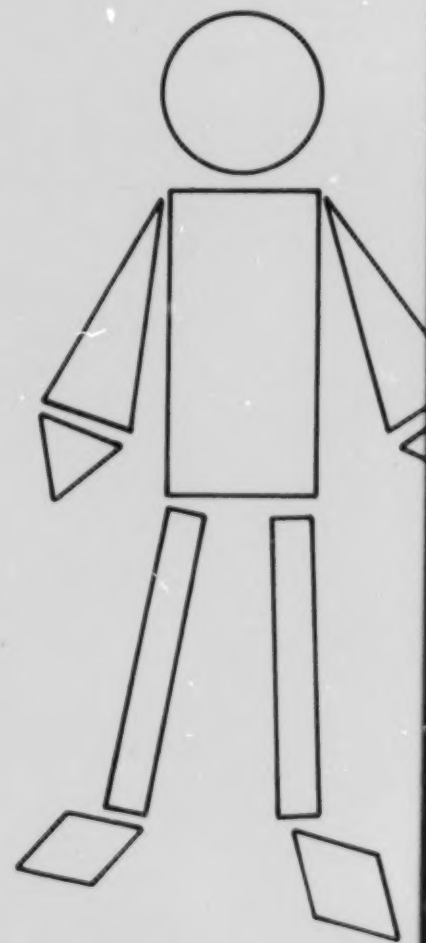
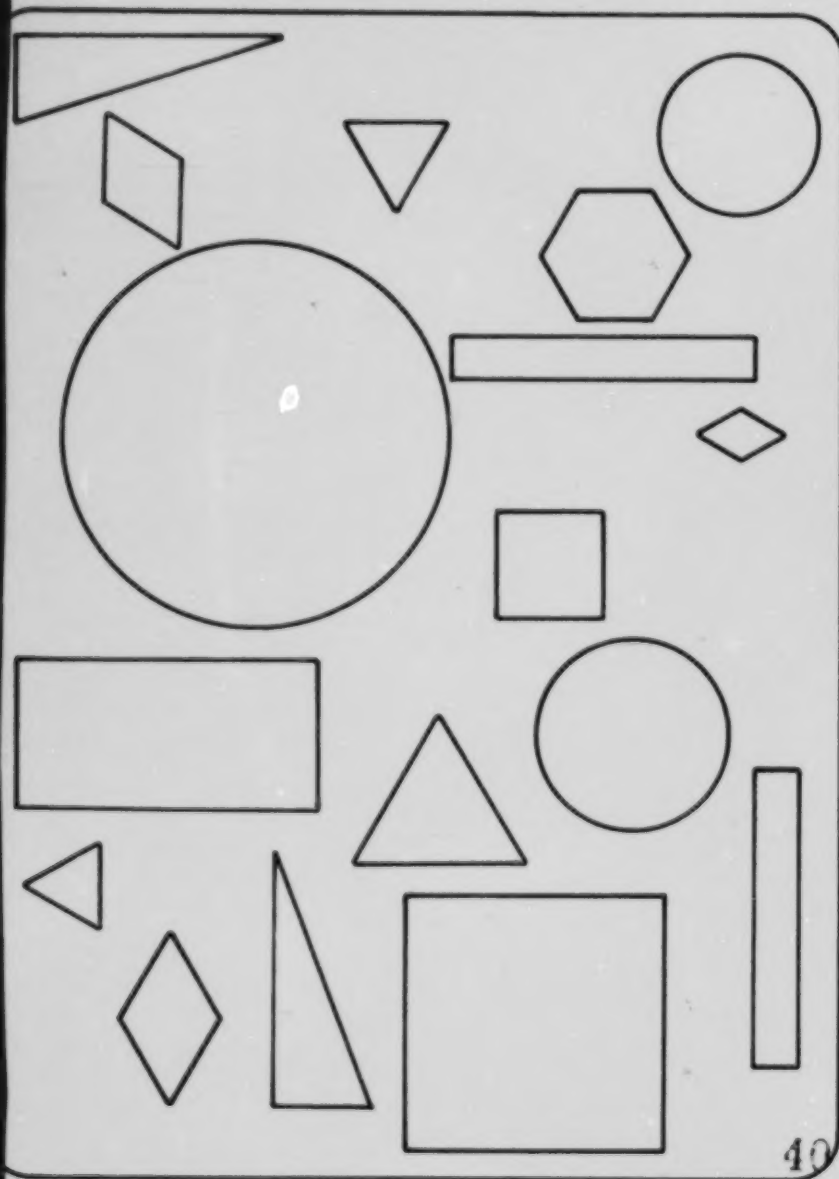
Object of this Activity: To teach children the physical similarities and differences between themselves and others.

Recommended Grade Level: Kindergarten

Anatomical Shapes

- Step 1 - Teacher provides pre-cut geometric shapes of various sizes similar to parts of the body, that is, circles, squares, rectangles, etc., and places them on a table apart from the students.
- Step 2 - Each student should have some plain paper, glue, and crayola.
- Step 3 - Before the students obtain paste and begin to paste the cut-outs on to the paper, the teacher explains which parts of the human body are similar.
- Step 4 - Students go up and obtain one part of the body at a time (e.g., head) and paste it.
- Step 5 - After the essential parts of the body are pasted down, teacher explains that certain things distinguish one person from another such as color of hair, eyes, clothes, skin color, height, etc.
- Step 6 - Students use crayola to draw in these distinguishing features.

ANATOMICAL SHAPES



Conceptual Objective: There are many differences and similarities between people within a community (that is, classrooms, schools, neighborhoods).

Object of this Activity: To show that although people have the same basic facial features, each person looks different from the others.

Recommended Grade Level: 2 through 5

Different Faces

- Step 1 - Teacher distributes small hand mirrors to students, two students to each mirror, or a few large mirrors with students taking turns using it. Use metal mirrors if possible to prevent breakage.
- Step 2 - Instruct the students to look at their faces for a few minutes, and with the assistance of their partners, determine distinguishing characteristics of their faces.
- Step 3 - Students are asked to list as many distinguishing characteristics of their faces as they can, but are expected to list at least three.
- Step 4 - After the lists are made, distribute drawing materials. Ask each child to use his/her list to help draw a picture of him/herself. Remind the student to make the picture look as much like him/herself because other students will try to guess who it is.
- Step 5 - Collect pictures and put them in a box. A student is asked to choose one at random, show it to the class, and see who guesses right.

Suggested questions (introductory questions before handing out the mirrors):

- A. Do you think everyone's eyes are the same color?
- B. Do some people wear glasses?
- C. Is everyone's hair curly? straight?

Questions after drawings are finished and displayed:

- A. Is there some feature in this face that reminds you of one of your classmates?
- B. Is this person wearing glasses? Does that help you guess?
- C. Does the mouth tell you any clues? the nose? the ears?

Conceptual Objective: There are many differences and similarities between people in the community (that is, classrooms, schools, neighborhoods).

Object of this Activity: To show how categories can be used to include people as well as to exclude them.

Recommended Grade Levels: K through 8

Class Profile

Step 1 - The teacher divides the class into categories by directing students from place to place on the basis of the following differences:

Physical Differences

- A. Sex
- B. Eye color
- C. Height
- D. Hand dominance
- E. Taste in movies, books, school subjects, etc.

Clothing Differences

- A. Shoes
- B. Sweaters
- C. Hats
- D. Clothing colors

Housing Differences

- A. Single dwelling
- B. Apartment building
- C. Townhouses

Step 2 - After directing the students from place to place, ask the following questions:

- A. In what way are our needs the same?
- B. In what way are our needs different?
- C. What would it be like if we were all the same?
- D. Are these differences really important?
- E. Do these differences help us to understand each other or to misunderstand each other?

Step 3 - Teacher leads discussion on similarities and differences of student with his/her family members, and then similarities and differences between students and their family members. Categories can be listed on blackboard to facilitate activity.

Added suggestions:

Allow the students to suggest other categories. A wall display can be used showing which students belong to which categories. Students can also be allowed to sign up for self-chosen or other-chosen categories to see how much they share with their friends or non-friends.

Conceptual Objective: There are many differences and similarities between people within the community (that is, classrooms, schools, neighborhoods).

Object of this Activity: To point out subtleties of perception which, when closely studied, tell us more about others than we think we see, and which we react to more than we are willing to admit.

Recommended Grade Levels: K through 8, if only the pictures are used; 4 through 8, if pictures and/or family chart is used.

Family Tree

Part I

Step 1 - Copies of family chart are given to students (see illustration of chart on page 38).

Step 2 - Students are asked to fill in family chart according to the listed headings in each column.

Note: Form presented could be possibly traumatic for sensitive children in the event of separation or divorce, a deceased parent (or unmarried parents.) Only include those family members living in the child's home. The teacher may have a large chart on the blackboard in chalk to show what is expected.

Step 3 - After chart is filled, teacher asks how, even though it is one family, there are so many ways we can categorize ourselves; explore the idea as far as possible.

Part II

Step 1 - Teacher asks students to bring in inexpensive expendable pictures of the student's family members.

Step 2 - Teacher asks students to describe similarities and differences of the family members in the picture using same universal categories as in family chart, but asking students to suggest more categories.

Step 3 - Teacher leads discussion on similarities and differences of student with his/her family members, and then similarities and differences between students and their family members. Categories can be listed on blackboard to facilitate activity.

Added suggestions:

Where a category has a few students in it, ask the students how they feel being in the "minority."

The teacher can offer the students a prize for anyone who is exactly the duplicate, in every single respect, down to number of freckles even as any student chosen at random. No one wins, not even twins.

Conceptual Objective: There are many differences and similarities between people within the community (that is, classrooms, schools, neighborhoods).

Object of this Activity: To universalize the idea of differences and similarities among different peoples of the world.

Recommended Grade Levels: K through 8

International

Step 1 - Teacher asks students to look through magazines for pictures of people around the world. Having a few available as examples will facilitate activity. Old and new issues of Newsweek, Time, People, Ebony can be used; also, rotogravure sections of newspapers. Teachers should try to provide ethnic newspapers, magazines, etc., when possible.

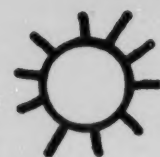
Step 2 - Students are asked to cut out the pictures and paste them alongside each other as a montage. Students can also make a small group or entire class montage.

Step 3 - Teacher explores differences and similarities throughout activity.

Added suggestions:

- A. Different parts of the human anatomy can be used as the theme of a montage; for example, one of all noses, one of all ears, one of all eyes, etc.
- B. Students can bring in an inexpensive picture of themselves and add it to the montage.
- C. Different types of housing, food, etc., should also be used.

FAMILY TREE

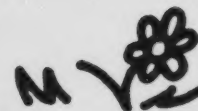


NAMES
OF
MEMBERS
OF FAMILY

RELATIONSHIP
(MOTHER, FATHER,
SISTER, BROTHER)

COLOR
OF
EYES

RANK
IN FAMILY
ACCORDING
TO AGE



MODULE IV

Prejudice, a set of rigid and unfavorable attitudes toward a particular group or groups, formed before knowing facts and often in disregard of facts, is something that is learned. Sometimes it is learned through personal contact with members of a group. On the basis of a limited interaction, children draw certain conclusions about the values and behavior of the total group. Needless to say, to extrapolate from this limited experience to an entire group is both incorrect and unjust. Moreover, without additional knowledge about the circumstances of that group, a deeper understanding will hardly be attained.

Prejudice often manifests itself through discriminatory behavior toward groups because of their race, religion, and culture. Ironically, many people came to the United States of America to escape prejudice, yet, the history of the United States provides ample evidence of both personal and institutional prejudice. Unfortunately, this type of behavior continues to the present.

This module focuses on the characteristics of prejudice and some of the ways it is formed.

Conceptual Objectives: Prejudice is a set of rigid and unfavorable attitudes toward a particular group or groups formed before knowing facts and often in disregard of facts.

Object of this Activity: To acquaint students with the image of various ethnic groups in the popular press.

Recommended Grade Level: 6 through 8

Newspaper Images

Step 1 - Back issues of newspapers are to be used.

Note: Teacher can obtain issues for the class through other teachers.

Step 2 - Students look through a week's worth of newspapers and glean from them material on any ethnic group and have them complete the following chart. (See example on next page.)

Step 3 - At the end of the search for materials, have the students share one or two of the things they have found out from the newspapers.

Some suggested questions:

- A. How do you know which ethnic group is being discussed?
- B. Does the material generalize about a group from the behavior of a few members of that group?
- C. Do the visual modes of expression such as political cartoons caricature members of particular ethnic groups?
- D. Does the article use value loaded words?

NEWSPAPER IMAGE

Newspaper: _____ Date: _____

Ethnic Group: _____

Mode of Expression	Section	Page	What it Tells
EDITORIAL			
COLUMNIST			
FRONT PG. ARTICLE			
ARTICLE			
POLITICAL CARTOON			
COMIC STRIP			
PHOTOGRAPH			
MAP			
ILLUSTRATION			
CHART			
DIAGRAM			
LETTERS			
MOVIE REVIEWS			

Conceptual Objective: Prejudice is a set of rigid and unfavorable attitudes toward a particular group or groups formed before knowing facts and often in disregard of facts.

Object of this Activity: To stimulate awareness that information readily becomes distorted in the transmission from one person through a second to a third, and so on.

Recommended Grade Levels: 4 through 8

Telephone

Step 1 - The exercise can be done with a single copy of the attached sketch (See illustration, page 47), but the teacher would be wise to have several prepared for this exercise, especially if it is being given to a large group.

Audience situation for all the participants except five. The five are separated from the class and seated in chairs placed approximately three feet apart.

The five individuals selected are seated in a row facing the group.

Step 2 - The first individual in the group of five is given the sketch of the lady and a copy of the "Instruction Sheet." (See page 46) He/she is allowed three minutes to study the sketch and to remember the eight facts about it.

Note: The sketch used is so drawn that one may perceive it as a picture of a young lady or a very old lady.

Step 3 - When the signal is given, the first subject returns the instructions and sketch to the teacher and is told to turn to the next (second) person and to describe the picture according to the points he has been asked to remember. The second person may ask questions. The conversation is to be in a whisper so that the third person in the row does not hear.

When the first subject has described the sketch

(eight points or whatever number he can remember) to the second, the second subject is asked to whisper the details to the third, and so on until the description has finally been heard by the fifth person.

Step 4 - The fifth person is then asked to tell the whole class the description of the picture. The points he makes are noted on the board and a line is drawn after the last item. When the fifth subject has finished reporting, the fourth person is asked to add any points. The sketch is then shown to the group and the eight points on the instruction sheet are read to them.

Note: If the question of age and the double stimulus of the picture has not been brought out, the teacher asks the group to vote as to age. Teacher then encourages the participants to describe what they see and why they think the drawing represents a young or an old lady, until the group members perceive that both perceptions are possible.

Discussion

General discussion is encouraged by the teacher who uses the objectives of the lesson as his/her guide. Participants should be encouraged to discuss what meanings the exercise has for them and the implications of the experience for their work situation at home.

As the close of the discussion, the teacher summarizes and brings out these points:

- 1) Individuals react to the same stimuli with different responses. Personal history and "mental set" play an important part in determining the kind and quality of perception in social situations.
- 2) Information can be readily distorted in the transmission from one person to another. The communicator's perception of what he is trying to communicate and his ability to communicate play a part.
- 3) The listener's readiness also affects the transmission of information and attitudes.

Based on the "Perception and the Transmission of Information" exercise in Intergroup Communication -- Experiences and Activities. Compiled by the Urban and Ethnic Section, Illinois Office of Education, pp. 10-13.

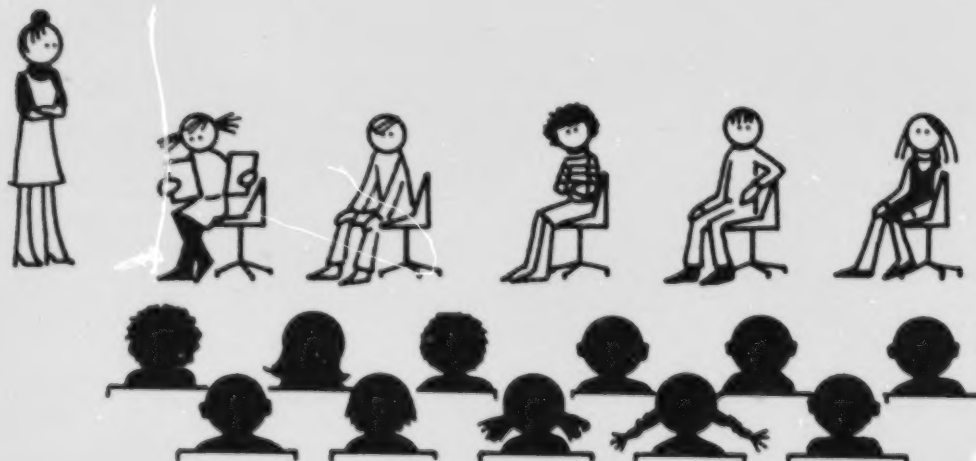
INSTRUCTION SHEET

With this sheet of instructions you have been given a sketch of a lady. Look at the picture carefully. Note the points below. You will be given three minutes to memorize the details. When the three minutes have elapsed you will be asked to tell the eight points about this picture to the person at your side.

The points to remember and tell your neighbor are:

- 1) It is a picture of a lady.
- 2) There is a feather in her hair.
- 3) There is a cloth piece over her head.
- 4) The feather in her hair is curved.
- 5) The cloth piece over her head has wrinkles and is not straight.
- 6) The cloth piece does not cover the front part of her hair.
- 7) The hair appears to be very dark.
- 8) The lady's age appears to be about (guess).

Now be ready to tell the above points to your neighbor.





Conceptual Objective: Prejudice is a set of rigid and unfavorable attitudes toward a particular group or groups formed before knowing facts and often in disregard of facts.

Object of this activity: To allow participants to experience consciously excluding and being excluded.

To confront feelings which exclusion generates.

To examine strategies used by participants either to exclude or include.

Recommended Grade Levels: 6 through 8

The Circle Experience

- Step 1 - The teacher forms small groups of six participants, leaving some distance between groups.
- Step 2 - The teacher directs each groups to have one person voluntarily step outside the circle.
- Step 3 - After each group has excluded a member, the teacher tells everyone the objective of the experience: that the group keep the "outsider" outside and "outsider's" object is to get "in." Each may use any means necessary to achieve their goal (exclusion/inclusion).
- Step 4 - Let the groups continue until each has achieved the goal (or about ten minutes). Frustrations will be high!!!
- Step 5 - The groups are asked to reassemble in one large group to fill in the following chart.

The participants are asked to offer (freely randomly, just "shout" out and teacher record quickly, briefly) the following:

Large group offers:

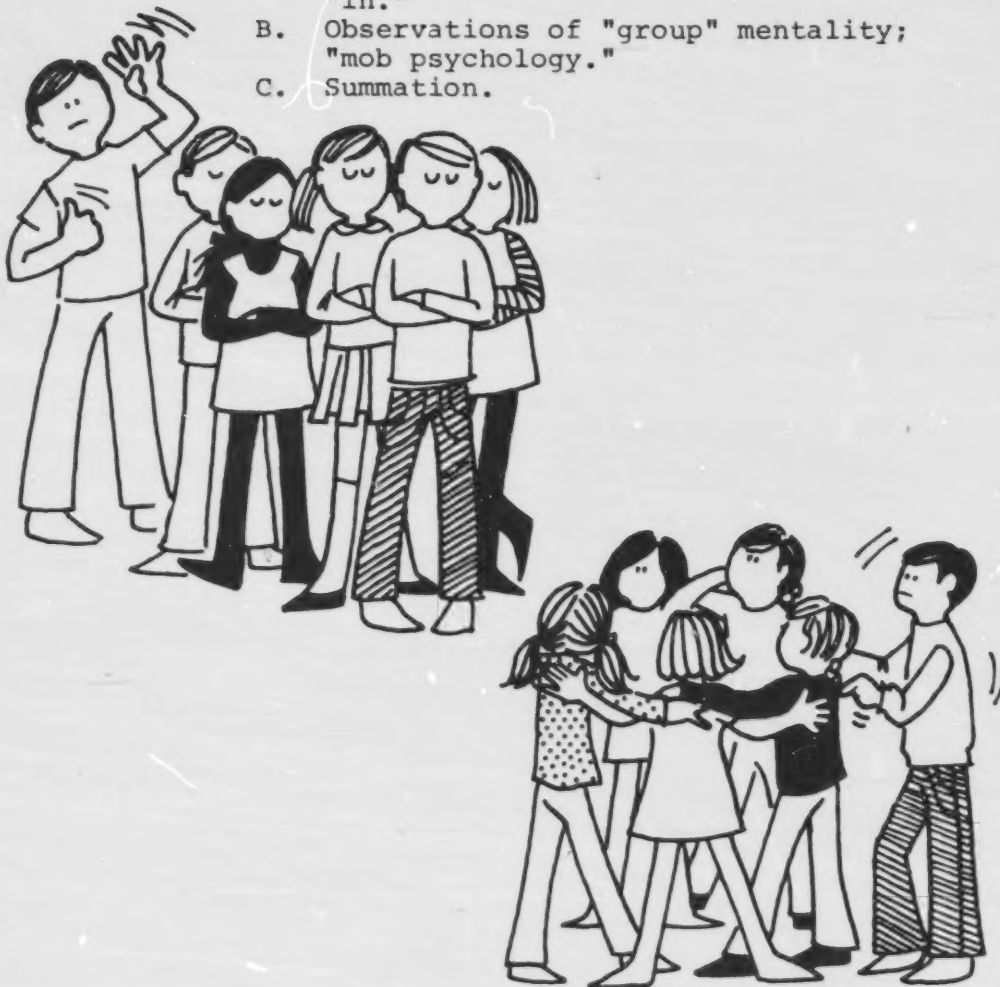
- A. Means used to keep "outsider" out.
- B. Feelings they encountered.
- C. Observations, comments, what they thought, what actually happened.

Outsider offers:

- A. Means used to get "in."
- B. Feelings/thought processes they encountered.
- C. Observations, comments, etc.

Large group summation, implications:

- A. Relate to means society at large uses to keep minorities and "those people" out; means that minorities use to get "in."
- B. Observations of "group" mentality; "mob psychology."
- C. Summation.



Based on "The In-Group Dynamics of Exclusion: The Circle Experience" exercise in Intergroup Communication -- Experiences and Activities. Compiled by The Urban and Ethnic Education Section, Illinois Office of Education.

Conceptual Objective: Prejudice is a set of rigid and unfavorable attitudes toward a particular group or groups formed before knowing facts and often in disregard of facts.

Object of this Activity: To enable students to understand the situation of certain ethnic groups.

Recommended Grade Levels: 6 through 8

Value Auction

This activity is appropriate for most ethnic groups and their experiences. Simply change the situation and the list of items to fit the group's historical experience.

It can be used as an initiating activity to generate interest in a group to be studied or it can be used as a developmental activity paving the way for a substantive discussion of the ethnic group's experience in the United States.

Step 1 - Either place the chart on the board or provide each student with their own copy of the attached auction sheet.

Step 2 - Each student is told they have \$5,000 of fictitious money. They are to use it in increments of \$100 to bid on each item.

Note: The focus of this activity is the listed items rather than the bidding itself. Most of the class time should be spent in discussing these items.

Step 3 - The teacher fills the role of auctioneer and opens the auction for bids. For example:

Auctioneer (Teacher): "What am I bid for shorter working hours?" (Or, "We will begin the bid at \$___.")

First bidder (1st student): "\$300."

Second bidder (2nd student): "\$400."

Auctioneer (Teacher): "Do I hear '\$500?' '\$500,' going once, twice, three times. Sold, to the kid wearing the UICC sweatshirt!!"

Step 4 - After each item is sold, students fill in their chart or teacher fills in the blackboard chart.

For example:

<u>Item</u>	<u>Budget</u>	<u>Bid</u>	<u>Won</u>
Shorter working hours	\$5,000	\$400	v
Better food	\$4,600	--	
Better clothing	\$4,600	\$600	v

Step 5 - After every item is sold, students who win the items are asked some of the following questions:

1. Why did you bid \$___ for the first item?
2. Do you think this was important to the Chinese migrant worker?
3. If you could start all over, would you bid for this item again?

Other students in the class should be asked similar questions.

Note: In some instances you will find some of the students immediately bidding their whole \$5,000 on one item like the student who did so on the "Opportunity to be a houseboy." On the surface, it seemed like an unusual choice. When asked why, the student responded, "Well, I figure if I was a houseboy, then I would get shorter working hours, better food, clothing, be taught to speak English," etc.

VALUE AUCTION

Pretend you are a Chinese migrant worker in the Sacramento Delta in the 1870's (on a five year labor contract).

ITEMS	BUDGET	BID	WON
Shorter working hours			
Better food			
Better clothing			
Less severe treatment			
Go into town and become a laundryman			
Be taught to read English			
Have your family join you in the U.S.A.			
Opportunity to return to China but no guarantee			
Opportunity to be a "houseboy"			
Promoted to foreman			
Allowed to be a tenant on several acres of land			
Shorten labor contract by two years			

Conceptual Objective: Prejudice is a set of rigid and unfavorable attitudes toward a particular group or groups formed before knowing the facts and often in disregard of facts.

Object of this Activity: To relate to the student through poetry some of the contemporary concerns felt by ethnic groups.

Recommended Grade Levels: 6 through 8

America Through Ethnic Eyes

For many ethnic groups, literature is one of the few vehicles which captures their experience in America. The example below was written by a student in Berkeley High School.

Step 1 - Teacher passes out copies of the poem (see page 55), and precedes the reading of the poem, which can be done by a student, with a discussion of the meaning of some of the words.

GLOSSARY

Asian American - Broadly defined, this means an Asian living in America. Narrower definition would include only an American citizen of Asian ancestry.

Struggle - To progress or penetrate with difficulty.

Ancestor - Any person from whom one is descended, especially if more remote than a grandparent.

Racist - A person who believes their own ethnic stock is superior.

Step 2 - After reading the poem, have the students discuss the possible meaning of the poem.

Some suggested questions:

1. Who is the audience addressed by the poet?
2. What is the significance of the repeated question, "Who are you?"

3. Why does the poet refer to America as a racist jungle?
4. Would other ethnic minority people such as Afro-Americans, Chicanos, and Native Americans use the term racist?
5. What is the implication of the last two lines:

"You haven't answered my question!

I am me."

Who are you?
I am an
Asian American,
strong in the struggle,
powerful in the numbers . . .

But I asked who you are?
I am an
ancestor from
China, trying to make it
in this racist jungle
people so lightly call, America . . .

That is what you are but who are you?
I am a
Slit-eyed American.
labeled for appearance,
shamed by my name

You haven't answered my question!

I am me.

Reprinted from the book, Sojourner III, a collection of writings by Asian Writers' Project, Asian American Studies, Berkeley High School, Berkeley Unified School District, Berkeley, Calif., June, 1973.

Conceptual Objective: Prejudice is a set of rigid and unfavorable attitudes toward a particular individual, group or groups formed before knowing facts and often in disregard of facts.

Object of this Activity: To allow students the opportunity to role-play the interviewer/interviewee situation and explore pre-judgments and misunderstandings in a safe, non-threatening atmosphere.

Recommended Grade Levels: 4 through 8

Telling It Like It Is?

Step 1 - Teacher explains to the students that they will be asked a few questions concerning their attitudes and actions, and that they should reply as honestly as possible. Student has the option of not being interviewed or remaining anonymous without penalty. (The students should be told explicitly that none of the answers will be held against them and that this is merely an exploratory activity on how people can pre-judge and misjudge each other.)

Some suggested questions:

- A. Do you enjoy playing with different types of people? Why?
- B. Did you ever make fun of someone? How? Why?
- C. Did you ever keep someone out of a game because you didn't like him/her? How did you keep them out? Why?

Added suggestions:

- A. Let some of the students interview the teacher to loosen things up.
- B. After watching the activity, let some shy students interview themselves mentally and write down anonymous answers.

- C. One student can act as "roving reporter" getting quick answers and easing the path for shy students. This could be done during recess. Results could be brought back the following day.
- D. A day can be set aside for each student or small group of students to be interviewed.
- E. A questionnaire (anonymous) can also be used.
- F. Audio tape or video tape can be used for interviews. Class can discuss interviews after playback.
- G. Original cartoons can be used to express attitudes. A child does not have to be an artist; stick figures can be used.

MODULE V

While it is possible to reteach children so that they will be less prejudiced, it is best to teach this as early as possible to avoid prejudice. Those who believe that children should be shielded from any notion of prejudice commit two errors. First is the fallacy of complete isolation. School is hardly the controlled environment described in various monographs; children will learn various types of prejudice in spite of the best efforts of the teachers. Moreover, once children leave school there are other environments that will affect the child. Second, teachers should prepare children to deal with the world as it exists and as it might exist in the future.

This module affords children the opportunity to participate in activities which make it possible: to consciously recognize that prejudicial attitudes exist; to recognize that they can deal with those problems; to learn basic methods of solving such problems.

Conceptual Objective: Prejudice exists and therefore should be dealt with.

Object of this Activity: To get students to look at and think of as many alternatives to a particular problem or issue as they can.

Recommended Grade Levels: 5 through 8

Consequence Search

Step 1 - Teacher begins exercise with a discussion on contemporary issues and historical problems. Most issues and problems have more alternatives than we are willing to consider.

Step 2 - Teacher presents a values issue or life problem -- little or big -- that may touch their lives.

Some possible issues or problems:

- A. As a student, would you have allowed yourself to be bussed to another school district to achieve racial integration?
- B. If you were a member of the United States Congress, would you have favored South Vietnamese emigration to this country?
- C. If you were a tax paying adult, would you pay an anti-pollution tax, such as a fee to maintain an air scrubbing device used for an entire city.
- D. As a student, would you have encouraged co-educational athletics?
- E. If you were a member of a particular ethnic group, would you have allowed the immigration department to change your name?

Step 3 - Students spend approximately five minutes to brain-storm as many alternatives as possible.

Note: Students can be divided into small groups of three or four. Each group is given a blank alternative search chart to fill in. (See next page.)

Step 4 - Teacher lists these alternatives on the board and discusses each one carefully. Afterwards, students can vote on which alternative they prefer.

"If you were a member of the United States government would you have supported the building of the transcontinental railroad across Indian land?"

ALTERNATIVES	I'll Try It	I'll Consider It	I Won't Try It
1. Build no railroad			
2. Have Indians plan route			
3. Kill all Indians and build railroad			
4. Pay Indians monthly rent for use of their land			
5. Remove Indians so they could not bother railroad			
6. Pay Indians to build railroad			
7. Improve stagecoach system			

Conceptual Objective: Prejudice exists and therefore should be dealt with.

Object of this Activity: To learn about the experiences of ethnic groups and the decisions they have to make.

Recommended Grade Levels: 4 through 8

Consequence Card

Step 1 - Make a consequence card out of some strong material, such as cardboard (14" x 9"). On one side describe an experience. On the other side, provide the illustration of the complete scene. Below are four sample cards:

1. Historical -- Chinese immigration
2. Contemporary -- Chicano boycott
3. Contemporary -- Defamation of an Italian American
4. Controversial -- Boston busing issue

Step 2 - Hold up card (drawing facing the students) and explain the situation; afterwards ask the questions based on the situation.

Step 3 - Hang up the cards in the classroom. (There are many variations to the above activity. For example: the scene depicted with cutouts from periodicals, photographs, etc.)

Step 4 - The class can simply role play and verbalize their feelings about the situation to their classmates.



63

Consequence Card No. 1

TIME: 1864

PLACE: District of Toishan, Kwangtung Province, China

SITUATION: The Lin family is heavily in debt to the local landlord and what food is left after paying rent is insufficient to live on. The parents decide to send Li Jen-hua, the youngest son, to the United States to work and send money back home.

QUESTION'S FOR THE GROUP

1. Pretend your group is the Lin family. How would each of you feel about sending Lin Jen-hua to a distant and strange land?
2. If you were Lin Jen-hua, how would you feel about leaving home. How would you feel about the heavy responsibility placed on your shoulders?
3. If you were Lin Jen-hua, how would you prepare for your journey?
4. Each person describe the problems that he might expect to face in the United States.
5. If you were leaving now for a distant land, what five things would you most likely take?



Consequence Card No. 2

TIME: 1973

PLACE: Springfield, Illinois

SITUATION: You have been asked by your family to purchase groceries for tonight's meal. When you arrive at the supermarket you see a dozen people handing out leaflets and carrying signs, explaining the situation of migrant farm workers. The demonstrators are asking people to boycott lettuce. You notice immediately that lettuce is on your grocery list.

QUESTIONS FOR THE GROUP

1. What are all the things you could do at this point?
2. How would each one of these decisions make you feel?
3. Which of these things might be in conflict with your family's values?
4. Given your entire list of alternatives, which would you choose?
5. After making your decision, how would you answer the questions below:
 - A) Did you feel you had to choose that way?
 - B) Do you think many other people feel the way you do?
 - C) How do you know your decision is right?
 - D) Would you really do that or are you just talking?



Consequence Card No. 3

TIME: 1975

PLACE: Bloomington, Illinois

SITUATION: You and a group of friends have just seen a television program that depicts Italian Americans as gangsters. As you walk home, some of your friends begin to harass Johnny Sorrentino about his Italian ancestry.

QUESTIONS FOR THE GROUP

1. How do you feel about some of your friends treatment of Johnny Sorrentino?
2. List and prioritize as many different ways you could publicly display these feelings. How would your friends react to you if you did those things on your list?
3. Pretend you are Johnny Sorrentino. List and prioritize as many different ways you could respond to the above situation. Afterwards, anticipate some of the possible consequences of your responses.
4. As a class, is there one decision that everyone in the group can agree on and recommend to Johnny Sorrentino.
5. As a class, "brainstorm" ways to deal with the general problem of stereotyping of ethnics in the media.



Consequence Card No. 4

TIME: 1975

PLACE: Boston, Massachusetts

SITUATION: The judge has just ordered crosstown busing of school children. Parents in South Boston are meeting to plan ways of disobeying the law.

QUESTIONS FOR THE GROUP

1. To understand the various points of view on the above situation, what sources of information can be used? Which sources are reliable?

2. Pretend your class was being transported by bus across town to a school where the neighborhood parents were meeting to stop you from coming.

List all the different feeling you might have about going to this school.

3. If you were one of the parents of a child at the receiving school, list all the things you might do to convince other parents to support the law. What would be likely to happen to you with each one?

List all the things you might do to convince other parents to boycott the school. What would be likely to happen to you with each one?

4. If you had to make a choice, which group of parents would you endorse? Why?

Conceptual Objective: Prejudice exists and therefore should be dealt with.

Object of this Activity: To focus attention on real situations and the possible ways of resolving conflicts.

Recommended Grade Levels: 4 through 8

Situation Skits

- Step 1 - Students are asked to write down family or group situations in which they have participated. They should be encouraged to think of ethnically related situations. Teacher should prep the class by offering one in which he/she recalls being involved as a child. (Teacher may use examples given below.)
- Step 2 - After students understand fully what's expected of them, they write situation on paper and place it in a box.
- Step 3 - Student picks one of the skits and acts it out with a small group of classmates.
- Step 4 - Entire class discusses how situation was handled and possible alternatives.

Examples of possible situations:

- A. A family dinner which ends in a big argument between husband and wife over school integration.
- B. A meeting of good friends who haven't seen each other since they left Italy. One is wealthy and the other is poor.
- C. Four or five friends trying to decide whether they all want to see "Blazing Saddles" -- a movie that satirizes many ethnic groups.
- D. Four or five friends sitting on a front porch on Saturday afternoon talking about visiting one of their friends, Victor Kolyszko, who is seriously sick and in a hospital. A member of the group remarks, "Polacks are naturally tough."

Conceptual Objective: Prejudice exists and therefore should be dealt with.

Object of this Activity: To focus on a situation in which discrimination has taken place and to act upon it in a manner available to all citizens.

Recommended Grade Levels: 4 through 8

Student Newsletter

Step 1 - Teacher provides students with duplicated copies of "Student Newsletter." (See illustration on following page.)

Step 2 - Students discuss a situation involving discrimination and react to it by addressing a "Student Newsletter" to a real person, such as a well-known politician, urging him/her to make a particular decision.

Added suggestions:

- A. Students send "Student Newsletter" to principal of school on how to improve the school.
- B. Actually send the "Newsletter" to public representatives and follow-up with a visit to him/her by entire class to discuss the issue.
- C. Have the students write a local newspaper stating their views on a situation involving discrimination.

STUDENT NEWSLETTER

"FIRST IN THE NATION TO UPHOLD HUMAN RIGHTS"

SCHOOL

ROOM

GRADE

Dear ,

I recommend that. . .

Sincerely,

Conceptual Objective: Prejudice exists and therefore should be dealt with.

Objective of this Activity: To provide a simple means by which students can use positive slogans to combat discrimination and defamation against any individual or ethnic group.

Recommended Grade Levels: 4 through 8

You and Me Slogans

- Step 1 - Teacher asks students about any situation in which they witnessed prejudicial acts or heard defamatory statements. As many situations as possible should be explored to allow for greater student participation.
- Step 2 - Teacher asks students to think up, either in small groups or as individuals, slogan which deal with the situations discussed earlier.
- Step 3 - Slogans are painted in bright colors on poster board or other available materials and displayed on classroom walls, bulletin board or blackboard.

Added suggestions:

- A. Either teacher or students bring in advertisements which can advance an idea and try to use similar methods for combatting prejudice.
- B. To bring comic relief into the classroom, choose sequential days where class ignores children with specific eye color, for example, gray or green eyes.
- C. Color and patterns in clothes may also be used to illustrate the nonsense of prejudice.

Conceptual Objective: Prejudice exists and therefore should be dealt with.

Object of this Activity: Recapitulation of the previous conceptual objectives.

Recommended Grade Levels: K through 8

Recapitulation Through Role Playing

A helpful method of reinforcing and further clarifying learning achieved in earlier activities may be accomplished through role playing, where students and teacher together are actively involved in learning by doing. For the series of activities which follow -- all of a learning by doing nature -- are enjoyable ways of bringing about a high level of involvement, and are a means for individuals to develop strong self concept and self acceptance. These experiences help the participants to develop sensitivity to the feelings of others as well as to themselves by requiring analysis of human interaction. The many similarities as well as differences among people in a class or community become more explicit when actors learn to empathize by "stepping into another person's shoes" or part of a role playing activity. Enactment of hate or irrational suspicion of a group becomes apparent as prejudice when seen in the context of an impromptu play performance. The need to deal with prejudice becomes evident when its results are demonstrated through the production of a play.

Instructions for role playing are given in the exercises that follow. These activities may be presented as independent segments at class sessions. They should prove to be natural human activities, not limited to artificially structured lessons.

It is recommended that the role playing exercises in present or modified form be used as a culminating program on stage or in a large room in front of an audience, at a school assembly, parent day or other celebration. The act of performing before a critical audience should bring about a stronger crystallization of ideas among the performers. It will also acquaint a larger group with the need and means to solve some of the problems of prejudice and ethnocentrism, and might motivate others to confront these problems.

I. Statue

- Step 1 - Have the class form a circle with the teacher in the center. Teacher says, "...we are all beautiful. Beauty may be a flower, a tree a person, a thing, or even a color. We will clap three times and instantly become a beautiful statue."
- Step 2 - Teacher demonstrates and stands absolutely immobile for about half a minute, then names representation given. Teacher may add music, that is, piano or rhythm instruments or sticks as background for clapping. One or more students may be assigned to rhythm instruments.
- Step 3 - Students are led in clapping and counting by teacher and at count of three everyone poses.
- Step 4 - Teacher asks each child for interpretation of pose. If a child gives none, ask another child to interpret the unknown pose if he thinks he knows what it is. (Note: Beware of derogatory pose description.) Teacher might want to interpret the post, and may inject humor into the situation.

II. Mirror

- Step 1 - Have class form a circle with the teacher in the center. Teacher moves to and stands in front of a student and says, "Face me.... Hold both hands toward mine. Let's almost touch hands. Now, do whatever motion I do and look at me!"
- Step 2 - Teacher makes a series of motions with both hands -- first a circle, then squares, etc. Teacher then asks each student to face a neighbor. "Imagine you are looking at a mirror," teacher states, "you are seeing a reflection of yourself in your neighbor's movements."

Note: Motions of all kinds can be made with head, body bends, knee drops, or actions describing shapes and numbers, etc. Concepts like flowers, moving and swaying trees and branches may be imitated. Any part of the environment can be envisioned with mirrored portrayals.

Teacher performs at all times as part of the group, meanwhile complimenting and telling the students how well they are doing.

III. Similarities and Differences

Part I - Similarities Among People (Unity)

Step 1 - Have the class form a circle with the teacher in the center. Do this exercise indicating specific areas of body similarity among class members. The teacher says, "We all have a hand." Teacher holds up hand and shakes it.

Step 2 - The class is then asked to imitate the teacher's action/performance. Then teacher asks, "...what's on the hand...fingers." Class is asked to imitate thereafter as teacher sings out statements and shakes or moves body part. "What else have we? Veins." (Shakes hands in air along with students.) "Look at your hands." Shakes. Teacher continues to face, eyes, ears, nose, mouth, eyebrows, and down through the rest of the body, moving all parts in various motions along with the class.

The teacher may want to demonstrate left foot by hopping on it or teach right handedness by saying "Right hand," and moving it, etc. Backward and forward motions and possibly dance can be created to the sound of rhythm, piano, etc.

Step 3 - Teacher states, "We all have some similar body parts."

Part II - Differences Between People (Diversity)

Step 1 - Teacher says, "There are many differences between people too, as well as similarities. We all have a face, (shakes or moves it); we all have hands, arms, feet."

"We are all boys and girls (all students move or shake). We are different!"

- Step 2 - Teacher quickly asks first names of students; after the students respond, the teacher says, "See, we all have names, but our names are different."

Teacher asks who has brothers and sisters, then requests their names. Teacher extends this technique to other things.

- Step 3 - Teacher talks of dimensions, demonstrates naming tall things, such as mountains, skyscrapers, people, objects, etc.

Teacher states: "We are all people," and verbally spells, with the class, the word people. The teacher says "little ones," and shows this with hands, repeats, always with class imitating motions --- "bigger ones," etc.

Teacher on toes points to largest child, and demonstrates with hand and word -- "biggest one"; and points to another child -- "smaller one" -- as hand demonstration and body demonstration goes on.

- Step 4 - Teacher does demonstration in the same way, for eye shapes, eye color, face colors, length of face, hair color, hair texture.

"We are Greek, Mexican, Serbian, Italian, Chinese, Polish, Lithuanian, German, Black, etc. We are people, we are the same and different. (Teacher should use appropriate cross-section of different ethnic groups represented in class.)

IV. Prejudice and Hatred are Often Taught

- Step 1 - Plan and teach students the song from South Pacific called "You Gotta Be Taught."

- Step 2 - Teach the song, "The House We Live In." Use action to delineate song. Use the phonograph record, too.

Note: The song "The House We Live In," is available in sheet music form with words and music from: Chappel Music Co., (Copyright, 1942) 810 - 7th Avenue, New York, New York, 10010. It is available at Lyon & Healy Company, Chicago.

Step 3 - Sing "America the Beautiful."

Note: As mentioned earlier, hold your assembly to show the school what you have done, and to bring about greater retention among your students of what they have learned.

Don't forget to compliment your students on how well they performed. Always make the students feel they are doing extremely well. Build a positive attitude in each student toward himself.

Each student's sense of well being may further reinforced, if he or she is rewarded after the performance with cookies, etc., or a cast party held immediately after the performance!

APPENDIX

Evaluation Form For Optional Use

The Teacher Self-Evaluation Form which follows may have some use in helping teachers evaluate where change in the conduct of the class sessions might be desirable. It may provide clues for modifying the content material itself to meet the particular needs of the class population.

The Student Opinion Form which also follows may, if used, provide additional data to aid the teacher in determining the need for change in the product. Both types of evaluation may be most effective if completed as soon as possible after each project ends each day.

TEACHER SELF-EVALUATION FORM

1. Did the members of the class sense my objectives?

2. Did additional objectives develop from class thinking?

3. If so, were these incorporated into the class lesson?

4. What would you like to change before doing this project again?

5. Other thoughts:

6. For an overall view of class attitude toward the project, rate the degree of intensity shown by circling numbers on the scales below:

1	2	3
OBJECTIVE ACHIEVED		OBJECTIVE NOT ACHIEVED
1	2	3
ANIMATED LESSON		DULL
1	2	3
COOPERATIVE ATTITUDE		UNCOOPERATIVE

STUDENT OPINION FORM

1. Did you enjoy the classwork today? _____

2. What did you enjoy most? _____

3. Tell what you learned during this project. _____

4. What could we change to learn more and enjoy in today's project? _____

5. Could you do things yourself to learn more easily? _____

BIBLIOGRAPHY

This bibliography lists a few works dealing with the problem of prejudice and ethnocentrism. Some titles focus on learning activities related to this problem.

Allport, Gordon W. The Nature of Prejudice. Reading: Addison-Wesley Publishing Co., Inc., 1958.

A seminal book of prejudice, Allport laid the foundation for wider studies of prejudice. Examined in this volume are preferential thinking group differences, perceiving and thinking about group differences, as well as a host of other aspects of the dynamics of group prejudice. For an overall view of the causes, problems and consequences of prejudice, this incisive work should be read by all teachers of ethnic studies.

Banks, James A. Teaching Strategies for Ethnic Studies. Boston: Allyn and Bacon, Inc., 1975.

Any person interested in multi-ethnic approaches to the teaching of ethnic studies will find this book valuable. It is one of those rare works that successfully encompasses the theoretical and practical. Moreover, it is overflowing with immediately useful information on various ethnic groups, including the much maligned but little understood "White ethnics." While educators might find some of Dr. Banks' contentions disconcerting, for example his belief that the main goal of ethnic studies should be to help students develop decision-making skills so that they can become effective change agents in contemporary society, most will be pleased by the quantity and quality of the teaching strategies in the book. The annotated bibliographies appended to each chapter are an outstanding feature of the book.

Cohen, Robert. Color of Man. New York: Bantam Publishing Co., 1972.

This is important and easy reading for teachers and mature students interested in the subject of race. The author points up the importance of the chemical melanin, a material in the human body which to a major extent controls skin color. The author shows that the popular notion of race as being dependent on color is a phenomenon of the last few centuries. The description which tells about biologically reproduced skin color is shown to be a response to environment. Prejudice, ethnocentrism, and behavioral reactions of individuals and groups to the color of a person are examined in light of skin color. In general, the book is written in very simple terms, is easily understood by the non-specialist, and adds an interesting dimension to the study of prejudice.

Raths, Louis E.; Harmin, Merrill; Simon, Sidney B. Values and Teaching: Working with Values in the Classroom. Columbus: Charles E. Merrill Publishing Co., 1966.

A theoretical but comprehensible study of values. It describes the process and specific instructional strategies necessary to implement the general principles of values education. Those interested in the purely practical dimension are referred to Simon Sidney B., et. al. Values Clarification and Simon, Sidney B. and Clark, Jay, More Values Clarification.

Shaftel, Fannie R., and Shaftel, George. Role Playing for Social Values: Decision Making in the Social Studies. Englewood Cliffs: Prentice Hall, 1967.

Aimed at the teacher in a K - 8 situation, this book analyzes interpersonal relations and discusses the development of self concepts and group relations during childhood. The authors present a number of stories that simulate problem situations a child is likely to meet. These stories end with dilemmas to be solved by the class. The stories are pertinent, dramatic, and charming. Learning dilemmas are set up such as were recommended by John Dewey. These dilemmas require children to make choices and show what consequences are likely.

Through the many role playing situations described in the book, teachers may offer a wide variety of simulations and experiences which give practice in decision making. Specific suggestions are given for conducting role playing sessions. Pitfalls for teachers are clearly identified.

Schwartz, Henrietta S. "Open Curtain - Open Mind."
Administrator's Notebook, XXI, No. 7 (April, 1973), 1 - 4.

In a study focused on attitude change and the open and closed mind, the author's review of theoretical and empirical research indicated that what students studied in school apparently did not markedly influence their attitudes, but what they did in school might.

It seems that one cannot teach attitudinal behavior, but one could offer appropriate models with which students can identify, or one could provide experiences from which attitudes could be derived. A structured play production experiment is described in this article which indicated that greater open mindedness was achieved (as well, when simulated by) structured play production.

Kids Can Be Taught Not To Hate

By Judy Davis

"You've got to be taught before it's too late, to hate all the people your relatives hate."

Those lyrics from the musical, "South Pacific," tell a tune that's not very pretty: Most prejudice is learned when we are young.

Dr. Kieve L. Shapiro, an Akron child psychiatrist, defines hate by comparing it to aggression. "Aggression is a natural emotion. It is inborn, essential to our survival. A baby cries out when he is cold or hungry, for example.

"When channeled wrongly," says Dr. Shapiro, "that aggression becomes hate, an emotion destructive and corrosive to both the person hating and the person or object hated."

By the time a child reaches junior high age, he has a first-hand knowledge of the subject. Look at these definitions of hate by Perkins Junior High School ninth graders:

"Hate is fighting with the hands and with the mind."

"Hate is the blinding of the mind -- not caring for something or someone."

"Hate is disliking someone and you never want to forgive them."

"Hate is when you are mad enough to commit an act of physical or mental violence against them."

Akron Public School Psychologist Mrs. Elizabeth Ferler describes hate as "anger one step beyond, with the desire to inflict injury." She thinks of it as a learned response, just as anger is a learned response.

"Anger can be brought on by over-aggression. A child is angry because someone hit him. He wants to either move away or strike back.

"Anger can be caused by being too restrained. Part of the anger of blacks and the poor is brought on by years of being held down, for example. Anger also can come from frustration and disappointment. It's the attitude that, 'I'm not OK' and he is OK.

If you can teach your children to hate, can you teach them not to hate?

The specialists interviewed say there are ways to channel anger, and there are ways to lessen prejudice.

"The special parents," says pediatrician Dr. Robert Stone, "will be honest with themselves and with their children. They will say, 'I have a feeling that I don't like but can't erase about Jews. I know the feelings are illogical, and I hope that you don't acquire my feelings.'"

Dr. Shaprio adds that the amount of prejudice a child picks up from his parents is proportionate to the amount of hostility he feels toward his parents. If he doesn't like them, he won't adopt their prejudices.

One ninth grader recognized this by writing. "The person I would teach to hate would have to be one who respects my opinion. I would tell him what I thought and how I felt. I'd simply psyche their minds. I've done it before."

Most students cited ignorance as a major reason for prejudice. The experts agreed, adding that increased communication media can ease prejudice.

"Today's child spends more time in front of the TV in the first five years of his life than in his entire elementary school education," says Dr. Stone. "Shows like Sesame Street and others that portray other peoples as people help ease prejudice."

Mrs. Fesler praised the Electric Company, a new show with a Laugh-In format and a largely black cast for third and fourth graders with reading problems.

The child psychologist suggests teaching empathy as a means to control anger, discourage hate and ease prejudice.

Mrs. Fesler teaches children a game, "How Do You Feel When..." The child describes his positive or negative feelings to questions like, "How do you feel when you wake up to the first snowfall of the year?" "How do you feel when someone takes your bike?" The child learns to identify his emotion and understand its root.

The psychologist also expresses her own feelings, saying, "I am sad today" or "Something made me angry this morning." This lets children know that an outwardly confident adult also can have feelings he doesn't like.

The ninth graders mirrored these reasons when asked how they would go about teaching someone to hate.

An overwhelming number said they would do it by attacking verbally or physically, or by confining the person in some way and telling him negative things.

One student explained a way of teaching hate using liver as an example:

"Let's say I don't like liver, and I tell my 2-year-old sister how it tastes like you're eating a mouthful of mud and it smells up the whole house when Mom's fixing it. Then if I kept this up for a long time, sooner or later she would begin to hate it also."

Do parents realize they are teaching prejudice?

"No one sits their kids down," says Dr. Shapiro, "and says, 'OK, now I'm going to tell you why you should hate blacks, or WASPS, or Jews.' However, attitudes and actions let the child know what people he should like and which he should not."

Child psychologist Mary Frances Shapiro, Dr. Shapiro's wife, gives the example of an area minister who "preaches his love of everyone but makes special arrangements so his children don't have to go to school with blacks."

"Dad's choice of neighborhoods, the church he picks, the people he wants as his friends - all are strong signals to the child that one group is OK, another is not OK," says Mrs. Fesler.

Sometimes, she adds, if a child likes someone but that someone is a member of an "unacceptable" group, he will convince himself that person is the same race or background as he.

"If a black child closely identifies with a white teacher, he may convince himself that the teacher is black," she said.

"A black mother recently said to Mrs. Fesler, who is white, 'I thought you were colored.'"

"Why?" asked the psychologist.

"Well," came the reply, "I asked my son if Mrs. Fesler was colored and he said yes, she is."

The children are taught to describe other people's feelings, too. Two fighting children learn to identify their anger when asked, "Do you remember how you felt when you were new to the school? What things frightened you? How do you suppose Sally feels today?"

One ninth grader who has never played the game showed her ability to pinpoint her emotions this way:

"Sometimes I hate my mother when she's cold and cruel and selfish, but I guess I really just hate the things cold, cruel and selfish."

"Prejudice can't be eliminated," says Dr. Shaprio. "We discriminate every day of our lives, choosing beef over chicken for lunch, or deciding we like being a teacher better than being an accountant."

"I doubt it is possible to live without having that discrimination take the more destructive form of prejudice. It's not important to be without it. It is important to know yourself and your prejudice and make adjustments in dealing with same."

Source:

Akron Beacon Journal, November 21, 1971.